

A STUDY OF THE STATUS OF THE NEGRO TEACHING PERSONNEL  
OF CRISP COUNTY, GEORGIA, 1964-1965

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## DEDICATION

To

My beloved husband, Curtis Marvin Richardson, Sr.,  
for his patience, cooperation, love and continuing encouragement across the years and throughout the period of my graduate study.

E. A. R.

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E. A. R.

## TABLE OF CONTENTS

	Page
DEDICATION . . . . .	ii
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
 Chapter	
I. INTRODUCTION . . . . .	1
Rationale . . . . .	1
Evolution of the Problem . . . . .	3
Contribution to Educational Knowledge . . . . .	4
Statement of the Problem . . . . .	4
Purpose of the Study . . . . .	5
Scope and Limitation of the Study . . . . .	5
Definition of Terms . . . . .	6
Locale and Period of Study . . . . .	6
Method of Research . . . . .	7
Subjects and Materials . . . . .	7
Method of Procedure . . . . .	8
Survey of Related Literature . . . . .	8
Summary of Related Literature . . . . .	17
II. PRESENTATION AND ANALYSIS OF DATA . . . . .	19
Introductory Statement . . . . .	19
Marital Status . . . . .	19
Educational Status of Teachers . . . . .	20
Colleges and Universities in Georgia Where Teachers Earned Degrees . . . . .	21
Colleges and Universities Outside of Georgia Where Teachers Earned Degrees . . . . .	22
Teaching Experience of the Personnel . . . . .	24
Types of Certificates Held by Negro Teachers of Crisp County, Georgia, 1964-1965 . . . . .	25
Plans for Improving Certification . . . . .	26
Distribution of Degrees Held by the Negro Personnel . . . . .	26
Professional Reading of the Negro Teachers . . . . .	27
Subject Areas Taught by the Negro Teachers in Crisp County, Georgia . . . . .	28
Ages of the Negro Teaching Personnel . . . . .	30
Educational Level of Parents of the Negro Teachers . . . . .	32

## TABLE OF CONTENTS (Continued)

Chapter	Page
II. PRESENTATION AND ANALYSIS OF DATA (Cont'd) . . . . .	
Family Pattern of the Negro Teaching Personnel . . . . .	33
Types of Occupations of the Parents of the Personnel . . . . .	35
Religious Affiliation of the Negro Teachers . . . . .	35
Church Positions Held by the Negro Teachers . . . . .	36
Church Attendance of the Negro Personnel . . . . .	38
Number of Dependents Claimed by the Negro Personnel . . . . .	38
Change of Certificate by the Personnel . . . . .	39
Professional Membership Held by the Personnel . . . . .	40
Residential Status of the Parents of the Personnel . . . . .	41
Residential Status of the Negro Personnel . . . . .	42
Financial Status of the Negro Personnel . . . . .	42
Credit Status of the Negro Teaching Personnel . . . . .	44
Yearly Salaries Earned by the Negro Teaching Personnel . . . . .	45
III. SUMMARY AND CONCLUSIONS . . . . .	48
Recapitulation of Theoretical Bases of Study . . . . .	48
Evolution of the Problem . . . . .	48
Contribution to Educational Knowledge . . . . .	49
Statement of the Problem . . . . .	49
Purpose of the Study . . . . .	49
Definition of Terms . . . . .	49
Locale and Research Design of the Study . . . . .	50
Summary of Related Literature . . . . .	51
Summary of Findings . . . . .	52
Conclusions . . . . .	59
Implications . . . . .	59
Recommendations . . . . .	60
BIBLIOGRAPHY . . . . .	61
APPENDIX . . . . .	63
VITA	

# LIST OF TABLES

Table	Page
1. Distribution of the Marital Status (By Sex) of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . .	20
2. Distribution of the Educational Status of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . .	21
3. Distribution of Degrees Earned by the Negro Teachers From Colleges and Universities in Georgia . . . . .	22
4. Distribution of Degrees Earned by Negro Teachers From Colleges and Universities Outside of Georgia . . . . .	23
5. Distribution of the Teaching Experience of Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	24
6. Distribution of the Types of Certificates Held by the Negro Teachers of Crisp County, Georgia, 1964-1965 . . . .	26
7. Distribution of the Plans for Raising or Improving Certification of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	27
8. Distribution of Degrees held by the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	28
9. Distribution of the Professional Magazines Read by the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	29
10. Distribution of Subject Areas Taught with Major and Minor Preparation in College by the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	30
11. Distribution of the Ages of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	31
12. Distribution of the Educational Level of Parents of Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	32
13. Distribution of Living and Deceased Family Members of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	33
14. Distribution of the Occupations of Parents of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	34

# LIST OF TABLES (Continued)

Table	Page
15. Distribution of Religious Affiliation of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . .	36
16. Distribution of the Church Positions Held by the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . .	37
17. Distribution of Church Attendance of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	38
18. Distribution of the Number of Dependents Claimed by Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	40
19. Distribution of the Change of Certificates Made by Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	41
20. Distribution of the Professional Organizations in Which Negro Teachers of Crisp County, Georgia Hold Membership, 1964-1965 . . . . .	41
21. Distribution of the Residential Status of the Negro Teachers' Parents of Crisp County, Georgia, 1964-1965 . .	43
22. Distribution of the Residential Status of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	43
23. Distribution of the Financial Status of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	44
24. Distribution of the Credit Status of the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . . . . .	45
25. Distribution of the Yearly Salaries Earned by the Negro Teachers Employed in Crisp County, Georgia, 1964-1965 . .	46

## CHAPTER I

### INTRODUCTION

Rationale.--The over-all qualification and certification of teachers is one of the main focal points in the American Public Schools of today. While much time and research have been devoted to the curriculum and the development of an adequate school program, the teachers still maintain a unique position and play a predominant role in the educational schemes of molding ethical character and developing personality in the lives of our boys and girls. Throughout history, nations and communities have been gravely concerned about the qualifications of those who would concern themselves with the job of teaching, training and disciplining boys and girls, and passing on the cultural heritage of the human race.

As society grows more complex and the demands for a wide awake citizenry is more paramount, the public school teacher is called upon to perform more tasks than ever before. Therefore, we need to take a look at the over-all qualifications of our public school teachers, both as to the caliber and scope of the academic and professional training which teachers will need to keep pace with and to contribute to a complex and growing society. In recent years, the American colleges and universities have given much time and money to the development of programs that would adequately train and prepare teachers to meet the needs of a complex society.

The work of making good teachers must be carried forward steadily



because of the immaturity of teachers on entering the profession, the unevenness of their preparation, the singular lack of external stimulus connected with the practice of the profession, the complex nature of the work that must be intrusted to even the poorest teacher, the profound injury that results when the work is badly done, the constant change in methods and curriculum.

Promoting social change and determining the direction for change are the necessary and legitimate activities of any segment of the school curriculum. Change must be accepted. It is heavily dependent upon knowledge, and knowledge is threatening since it sets in motion parts of what many would like to see remain stable.

Our society is constantly confronted with new issues in our own state and in its relations with other states and countries. Our society education has the responsibility both for dealing with these new problems and for conserving and transmitting the values in our heritage.

In order to know the kind of education which America needs in the years ahead, attention must be given to the preparation, qualification and certification of teachers and the role they must play in modern life. The most important element in our educational future is the quality of the teachers, their character, their ability, and the degree to which talents are cultivated. Our public educational system must meet the task of developing, improving, and understanding the necessity for meeting the responsibility of training the boys and girls for tomorrow's world.

The importance of an adequate supply of educators who are constantly growing professionally should be viewed as important to the children of America, important to the professionalization of education and important

to society and its future.

The improving and improved status of teachers and the inflection in change should be a prerequisite for all. The requirements of qualification and certification are steadily increasing in the state of Georgia and many other states. Therefore, it is evident that teachers at all levels extend their preparation and acquire more academic education and professional training of a type that can meet the educational plans designed by the systems in which they work.

Our public school systems have undergone many changes during the past years. The physical structure of our schools as well as the school curriculum have experienced a change in order to keep improvements in the physical structure of our schools and the revision of their curricular programs, the need for an adequately trained personnel has been quite vividly brought to the forefront. Improved physical facilities and curricular programs have very little worth without a properly trained personnel to execute the program.

The public schools of Crisp County, Georgia, have, as most of the state and the nation, gone through many changes during the past few years. The writer, who is serving as Jeanes Curriculum Director of the Crisp County School System, is of the opinion that a research study to determine the level of academic and professional training, together with the certification of the educational personnel serving the Negro public schools of the system would prove fruitful and revealing. To the knowledge of the writer, no study of this type has been recently made in Crisp County, Georgia.

Evolution of the problem.--Prior to the initiation of the Minimum

Foundation Program for education in Georgia, Crisp County had nine schools; most of which were three-and-five teacher schools. At present, Crisp County is engaging in the big task of improving the curriculum and of providing modern school facilities and equipment for Negro children. There are only three Negro schools because of the consolidation program. The number of schools reduced from nine to three and the question as to the adequacy of the training and certification of the teachers employed has been a continuing question.

It is out of this present plan for curriculum improvement, the task of developing the use of modern facilities and equipment, revised curricular program, and the need for properly trained educational personnel that the writer, who is serving as Jeanes Curriculum Director, has been motivated to make a study of the Negro educational personnel of Crisp County, Georgia for the period of 1964-1965 school term.

Contribution to educational knowledge.--It is hoped that the analysis and interpretation of the data of this research will serve the following purposes:

1. To point out general trends of professional training and achievement among Negro teachers of Crisp County, Georgia.
2. To present a comprehensive over-all picture of the professional training and the certification of Negro teachers in Crisp County, Georgia, as a basis for directing future training.
3. To serve as a basis for the selection of teachers to implement the school's program.
4. This study may determine the extent to which the training of the Negro teachers of Crisp County is adequate to meet the needs of the children whom they are teaching.

Statement of the problem.--The problem involved in this study was to ascertain the status of the Negro educational personnel of Crisp County,

Georgia, for the school term 1964-65.

Purpose of the study.---The major purpose of this research was to get a comprehensive cross-section or picture of the selected factors of the educational personnel serving the Negro public schools of Crisp County, Georgia for the school year 1964-65. More specifically, the purpose of this study was to formulate answers to the significant questions on teacher status indicated below:

1. In what educational institutions did the Negro educational personnel receive its academic and professional training?
2. In what professional organizations does the Negro educational personnel of Crisp County hold membership?
3. What is the range of the teaching experience and tenure of the Negro educational personnel of Crisp County, Georgia?
4. What types of teaching certificates are presently held by the Negro educational personnel of Crisp County, Georgia?
5. What is the level of academic and professional training of the Negro educational personnel of Crisp County, Georgia?
6. To what extent are the members of the Negro educational personnel of Crisp County, Georgia presently working in and out of their major and minor areas of preparation and certification?
7. What are the significant implications, if any, for educational theory and practice which may be derived from the interpretation of the data?

Scope and limitation of the study.---The major limitation of this study was that this study dealt with only certain general areas of the teachers' status such as socio-economic levels, academic and professional training, certification. On the other hand, this study did not attempt any measure of the teaching or administrative efficiency, intelligence, personality or adjustment behavior of the teachers. This study carried no

data on persons who were dropped from the teacher rolls before January 1, 1964. Another limitation of this study was that it was limited to the seventy-six Negro teachers who are employed in Crisp County for the term 1964-65.

Definition of terms.--The important terms used throughout this research are defined in the statements to follow:

1. "Educational personnel" refers to all persons, including teachers, principals, curriculum directors, etc., who are employed in the Negro public schools of Crisp County, Georgia.
2. "Teaching personnel" refers to all persons engaged in or having to do with the direct act of teaching in the Negro public schools of Crisp County, Georgia.
3. "Academic training" refers to the broad general training in the subject-matter areas received by the teachers of Crisp County, Georgia.
4. "Teaching experience" refers to the total amount of time that a teacher has devoted to an assigned class as a full-time teacher.
5. "Socio-economic status" refers to the status of the teachers and their families with reference to occupations, home conditions, social and civic participation.
6. "Professional training" refers to the specific amount of formal training in the area of educational theory, methodology and curricular patterns pursued by the teachers of Crisp County, Georgia.

Locale and period of study.--The locale of this research was the Negro schools of Crisp County, Georgia.

Crisp County is located at the crossroads of South Georgia, adjacent to Interstate 75, a throughway to Florida. It is also located on U. S. 280, an east-west route to Savannah, Georgia, and Montgomery, Alabama. It has a population of approximately 17,768 inhabitants. The chief industries and occupations are well diversified, and their constant expansion provide

additional jobs each year through the county's major industries which are: Cordele Industries, Wynn Industries, Cordele Uniform, Bilray Company, Southern Cotton Oil, Harris Foundry and Machine Company, Glover Machine Works, Southerland Manufacturing, Armour Mobile Homes, Cotton Producers Association, Cordele Sash Door and Lumber Company, and Pabco Gold Kist. There are two banks, one theater, the county courthouse, and the usual range of mercantile and merchandising establishments.

The school population of Crisp County is drawn from the county, with a radius ranging from two to fourteen miles of the schools. Consequently, a large proportion of the pupils and students are transported to the schools.

There are 2,271 students: 1,361 elementary and 900 junior high and high school students. The teaching personnel is comprised of 76 well-trained and experienced teachers. Of the total number of 76 teachers, all hold bachelor's degrees, and 50 of them have done and/or pursuing work toward a master's degree and five have the master's degree. The three school plants are buildings either with brick structures, block structures, or a combination of both.

This study was made during the second semester of the 1964-65 school year.

Method of research.--The Descriptive-Survey Method of research, employing the specific documentary materials, frequency or analysis and the questionnaire was used to gather the data necessary for this study.

Subjects and materials.--The subjects and materials that were involved in this study are indicated in the separate paragraphs to follow.

1. Subjects.--The subjects used in this research were all of the teachers, principals, and curriculum director who comprise the Negro educational personnel employed in Crisp County, Georgia, for the school term 1964-65.

2. Materials.--The materials used in this study were (a) official records of the Superintendent of Schools in Crisp County, Georgia; (b) questionnaire on personnel status administered to the members of the profession; (c) interviews with Negro educational personnel of Crisp County, Georgia.

Method of procedure.--The data necessary to the development of this study were gathered, organized and analyzed, interpreted and presented through the following steps:

1. The related literature pertinent to this study was reviewed, summarized and presented in the thesis.
2. The approval of the superintendent and other proper school officials was obtained.
3. A questionnaire specifically designed and validated under the direction of competent staff members of the School of Education, Atlanta University, was used to collect the data.
4. The data derived from the administration of the questionnaire and use of official records were assembled and presented in proper tables, figures and graphs which in turn were appropriately interpreted.
5. The findings, conclusions, implications and recommendations derived from the analysis and interpretation of the data were written up and presented in the finished thesis copy.

Survey of related literature.--The review of literature brings to focus many points-of-view from eminent students and educators in the field of education. Many of them are deeply interested in the problem of teacher preparation, background, selected and other contributing factors toward an effective successful educational program and thus make contributing points-of-view in relation to this study.

The vast amount of literature pertinent to this problem and reviewed in connection with this study revealed that considerable attention has been given to teacher personnel. Information which seemed most appropriate to

this study will be divided into such areas as: (1) the role of teachers; (2) teacher recruitments; (3) teacher certification; (4) teacher training and preparation; and (5) socio-economic status. The subsequent sections of this study will be organized and dealt with in like manner.

With reference to the importance of the Negro teacher in progressive education, Bond has this to say:

The Negro teacher is the center of the problem of an education to Negro children. The number of Negro teachers is far too small for the number of Negro children actually enrolled in school and is still more inadequate in view of the educable not enrolled in school. Teacher demand among Negroes, however, is not determined by need, but by the practical consideration of a slowly expanding system.<sup>1</sup>

Burton, in his discussion of the duties and responsibilities of educational workers had this to say:

The teacher performs the basic duty and assumes the serious responsibility of serving the state through training the type of citizens necessary to the continuance of the state. In achieving this important but remote aim, the teacher performs certain immediate activities and assumes certain responsibilities of an everyday type.<sup>2</sup>

The teacher is thought to be a dynamic individual in the realm of education. A leader in the field indicates this by saying:

The teacher is, by all odds, the most influential factor in high school education. Curriculum organization, equipment, important as they are, count for little or nothing except as they are vitalized by the living personality of the teacher.<sup>3</sup>

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<sup>1</sup>Horace Mann Bond, The Negro in the American Social Order (New York: Prentice-Hall, Inc., 1934), p. 282.

<sup>2</sup>William H. Burton, Introduction to Education (New York: Prentice-Hall, Inc., 1934), p. 678.

<sup>3</sup>J. B. Brown, "The Importance of the Teacher," The American High School (New York: Macmillan Company, 1939), p. 193.



Judd discusses the role of the teacher in these words:

The teaching staff of any educational institution is its most essential item of equipment. Providing suitable teachers for American schools is a task so colossal that our civilization is staggered in its efforts to meet the demand. Our ability or inability to provide competent teachers will determine the American experiment of universal education.<sup>1</sup>

Teacher recruitment according to Bond:

Exercise of the closest selective inspection of candidates for the teaching profession among Negro teachers would therefore, result in a group comparable to any in those qualities which make for good teaching.<sup>2</sup>

Many suggestions have been given for the improvement of the Negro teaching personnel. While some scholars argue that the differential of a poor salary schedule is the main cause of incompetent Negro teachers; therefore, one way of improving the calibre of teachers is the payment of better salaries. Bond emphasizes the importance of the selection of prospective teachers thusly:

The improvement of personnel must depend upon a great degree of selection exercised in teacher-training institutions with regard to persons certified by them for teaching positions. The success of any program selection will depend upon the cooperation of public school authorities with teacher training officials.<sup>3</sup>

On qualification and certification, Sanders has this to say:

Qualification constitutes the key to educational efficiency and the teacher qualification is determined on the basis of certification. It follows that the problem of certification

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<sup>1</sup>Charles H. Judd, "The Teacher," Phi Delta Kappan Bulletin, XXII (Chicago: University of Chicago Press, 1944), p. 78.

<sup>2</sup>Horace Mann Bond, op. cit., p. 282.

<sup>3</sup>Ibid., p. 287.

is of major concern to all school personnel. It is directly related to most aspects of public education, however, its most recognized purpose is to protect states against employment of incompetent teachers.<sup>1</sup>

A study of the foremost qualities of good teacher selection was made by Ryans. He states that:

The most frequent mentioned qualities for good teacher selection are personality, educational background, health and physical vigor and potentiality for professional growth and expanding service. Appearance and scholarship were judged amenable to relatively good estimation. The study, however, failed to reveal the use of other than traditional practices in teacher recruitment.<sup>2</sup>

Burton points to the level of training for the American teacher as follows:

Surprising as it may be to our citizens, the United States ranks relatively low among the countries of the world in terms of the average amount of training possessed by teachers. Countries superior to our own include not only the European nations, but many of the South American republics.<sup>3</sup>

In regards to acquiring better teachers Haskew and McClendon surmise:

Teaching certificates are issued by the state department of education. Regulations differ decidedly from state to state, although a few states provide for reciprocal recognition of others' certificates. Usually there are several classes of certificates, differentiated by amount of preparation and quantity of work in education.

The majority of states also have what are called "specialization" or "endorsement" features. That is, a certificate is valid for use in the elementary grades only if specified on its title; it is available only upon the

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<sup>1</sup>Lucinda D. Saunders, "A Study of Progression in the Educational Status of White and Negro Teachers in Thomas County," (Unpublished Master's thesis, School of Education, Atlanta University, 1954), p. 8.

<sup>2</sup>David G. Ryans, "Procedures Employed in Teacher Selection," Teachers' College Journal, 28 (January, 1954), pp. 58-59.

<sup>3</sup>William H. Burton, op. cit., p. 749.

completion of specified requirements. In general, separate certification requirements exist for elementary and secondary schools, but in recent years a few states are experimenting with what they call a "dual" for "general" credential, which is valid on both levels.

Some certification regulations are highly specific in requiring courses and hours. Others are quite general, placing major reliance in the recommendation of a candidate by his college.

Regulations are being changed constantly, also, as public school and college people collaborate with the state departments of education to make certificates a better means of assuring good teachers. Most colleges keep in close touch with the certification regulations at least in their own state and have an official who is qualified to relate the college offerings to the requirements for certification.<sup>1</sup>

One way to obtain better teachers is to help present teachers become more competent. Many local school systems, professional organizations, and teacher education institutions have devoted great effort to aiding teachers in carrying out their work more effectively. Numerous professionally competent teachers initiate or conduct their own programs of self-improvement. The amount and success of efforts to increase teacher competence may vary widely and more effort may be needed, but attempts thus far have doubtlessly contributed a great deal to teachers' effectiveness.<sup>2</sup>

Teacher preparation and certification are basically essential to teacher growth and development. Boyd in a comprehensive study of Negro Secondary Personnel of North Carolina states that:

The evidence points to the need for teachers being prepared to teach in at least three subject fields rather than being highly trained to teach in a single subject field.<sup>3</sup>

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<sup>1</sup>Lawrence D. Haskew and Jonathan C. McClendon, This Is Teaching (Atlanta: Scott, Foresman and Company, 1942), pp. 220-221.

<sup>2</sup>Ibid., pp. 252-253.

<sup>3</sup>Laurence E. Boyd, "A Study of the Personnel in Negro Secondary Schools in North Carolina," (Unpublished Doctor's dissertation, College of Education, University Iowa, 1938), p. 107.

Hunter made the implication in his study of the teaching personnel of Sunflower County, Mississippi, 1950-51 that:

It seems apparent that Negro teachers are improving their training status in terms of academic and professional training. However, the data did not reveal adequate training in the fields which the teachers of Sunflower County, Mississippi were required to teach.<sup>1</sup>

There is a common belief among some administrators that there is a direct relation between the grade certificate held and the class of work the teacher is capable of doing.

Chamberlain and Kindred seem to support the above statement by saying:

The teacher who has little or no training or whose preparation is exceedingly general in nature is scarcely to be regarded as a member of the profession... the status of the teacher preparation, and the fact that teachers make little or no investment in working equipment partially explains the low level of teachers' salaries.<sup>2</sup>

Woods further states and concludes that:

The teacher showed a reasonable amount of preparation in the civic affairs and a great extent of participation in professional organizations. There was a tendency toward college and graduate concentration in southern educational centers as well as northern and eastern centers and the plans for self improvement lean toward regular inclination to go to school rather than spend vacation at resorts.<sup>3</sup>

In a study of the Negro in American social order Bond refers to

<sup>1</sup>James Eugene Hunter, "A Study of Teacher Status and Student Progress in the Four Year High Schools of Sunflower County, Mississippi," (Unpublished Master's thesis, School of Education, Atlanta University, 1951), pp. 105-106.

<sup>2</sup>Leo Chamberlain and Leslie Kindred, The Teacher and School Organization (New York: Prentice-Hall, Inc., 1950), p. 108.

<sup>3</sup>Flora M. Woods, "A Study of the Progress in Certification Made by Birmingham Negro Teachers Between the Years 1939-1949," (Unpublished Master's thesis, School of Education, Atlanta University, 1951), p. 25.

the cost of living of teachers, thusly:

In regards to the cost of living, there is little difference between the basic requirements for livelihood of the teachers of the two races. Negro teachers are obliged to adopt their standards of living to the income received.<sup>1</sup>

Burton, in commenting on salary trends of teachers, states:

Teachers' salaries are often measured unfavorably with the income and profit of business men and the returns of professional men. However, the trend has been toward higher salaries and while increases in the last twenty-five years look large, it must be remembered clearly that former salaries used as a basis for comparison were disgracefully inadequate. Large numbers of teachers were economically dependent on their families and supplementary occupations.<sup>2</sup>

A few scholars and administrators believe that there is some relationship between the socio-economic status of a teacher and the personality development, teaching proficiency and the over-all performance of a teacher on any given task.

Jennings, in the study of the Teaching Personnel of Stewart County, Georgia, 1951-52, concludes that: "Teachers are recruited from the upper, lower, and middle classes of the population as measured by the usual indices of socio-economic status."<sup>3</sup>

Jenkins, in her study of the Teaching Personnel of Randolph County, Georgia School System were taken from a desirable socio-economic level and that future recruitments of teachers were best suggestive from teachers of a minimum four-year college level.<sup>4</sup>

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<sup>1</sup>Horace Mann Bond, op. cit., p. 267.

<sup>2</sup>William H. Burton, op. cit., p. 749.

<sup>3</sup>James Edward Jennings, "A Study of the Status of the Negro Teaching Personnel of Stewart County, Georgia with Partial Reference and Implications for Improved Instructions," (Unpublished Master's thesis, School of Education, Atlanta University, 1953.)

<sup>4</sup>Mannie L. Jenkins, "A Study of the Intelligence, Personality, Certification and Training Status of the Negro Teaching Personnel in The Randolph County School System," (Unpublished Master's thesis, School of Education, Atlanta University, 1952.)

In a discussion of teachers' salaries, Richey concluded:

If teachers are to be professional workers, they will need more than the basic necessities of life in order to fulfill their professional functions in society. Salaries should be adequate to enable them to continue their professional growth or studies, to travel, to provide for cultural and recreational growth and civic needs by means of which they will be able to bring to the classroom increasingly richer experience.<sup>1</sup>

Francis Wallace, in a discussion of the mental importance of the teacher, said:

In many ways the mental and personal poise of teachers is more neglected than the physical health. The teacher with physical disabilities usually stops work and received treatment, while the mentally ill continues to teach. They are in daily contact with other teachers, and still worse, they are guiding pupils whom they cannot train in the development of wholesome personalities.<sup>2</sup>

Spears further states:

Teaching is a matter of human relationships for the teacher is always dealing with people. Only when he withdraws to prepare plans for the next day, or to score tests is he really practicing his trade alone. Success in teaching reflects working with people.

It first means enjoyment in being with children but the teachers' successful relationship cannot be limited to children alone. Effective ways of working with parents, laymen, principals, and supervisors are essential to a successful teaching career.<sup>3</sup>

Teachers vary greatly in training and experience.... In many respects the mature teacher is an even greater problem. Even though he may have been

<sup>1</sup>Robert Richey, Planning for Today (New York: McGraw-Hill Company, 1952), pp. 135-136.

<sup>2</sup>Francis Wallace, "A Study of Intelligence, Personality Traits and Adjustment of Seventy Teachers in Panola County, Texas," (Unpublished Master's thesis, School of Education, Atlanta University, 1943), p. 3.

<sup>3</sup>Harold Spears, Principles of Teaching (New York: Prentice-Hall, Inc., 1960), p. 273.

originally well-trained, his training may not be up-to-date... Both, the beginning and experienced teacher may lack the understanding necessary to effective leadership in the complex situation in which we find ourselves.<sup>1</sup>

In discussing the operative factors in the potential of a teacher's efficiency, Wiles, states that:

All teachers have a greater potential than they use. Many factors--lack of vision, past experience, community pressure, lack of adjustment in human relations, poor personal administration, inability to evaluate their work and prevent teachers from utilizing all their skills and abilities. The supervisor's function in the school is to help teachers release these potentials.<sup>2</sup>

In a memo to all teachers released by Annie B. Rockmore, reference is made as to "The Good Teacher".

Professional educators never tire of talking about the ideal teacher. Few have bothered to consult the object of their talk, i.e., the school children. But one has: Dr. Paul Witty of Northwestern University, originator and judge of the annual "Best Teacher" contest sponsored by the Quiz Kids Radio Show. For five years he has been looking over letters from children about their teachers. After reading the letters, he told teachers at Northwestern Summer School just what youngsters think about them.

Witty and his assistants settled on a few qualities of a good teacher: (1) a friendly attitude; (2) consideration for the individual; (3) patience; (4) wide interest; (5) good manners; (6) fairness; (7) sense of

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<sup>1</sup>A. S. Barr, William H. Burton and Leo J. Buckner, "Evaluating Educational Leadership," Supervision (New York: Appleton-Century-Crofts, 1960), p. 753.

<sup>2</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1960), p. 3.

humor; (8) good disposition; (9) interest in the individual; (10) flexibility; (11) generosity; and (12) skill.<sup>1</sup>

Summary of related literature.--The summary of the literature brought to focus many points of view from eminent students and educators in the field of education. Many of them were deeply interested in the problem of teacher preparation, background, selected and others contributing factors toward an effective and successful educational program, and thus make contributing points-of-view in relation to this study.

The vast amount of literature reviewed in connection with this study seems to emphasize such vital and crucial principles as indicated below:

1. Teacher education is a continuous process and should be diligently pursued by all teachers.
2. The professional training of teachers should include training in subject-matter and the methodology of two or more subject combinations.
3. The academic training of the teachers should include personality and social development and adjustment.
4. All authorities and educators appear to agree that the teacher has a significant role.
5. Teachers are recruited from the middle and upper classes.
6. Certification is the basis for determining and heightening of educational qualification of teachers.
7. Teacher requirement and teacher certification are controlled by local and state boards of education.
8. Teachers need to take advantage of continuing their training through in-service education.
9. Persons entering the teaching profession should be screened more carefully.

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<sup>1</sup>Annie B. Rockmore, Unpublished memorandum to all teachers, Walton County, Georgia, (January 23, 1958.)



10. Teachers should initiate their own program of self-improvement.
11. The exercise of close selection and inspection of candidates for the teaching profession is the key to improving the calibre and over-all qualification of teachers.
12. The socio-economic background of teachers is an important segment of the over-all qualification of teachers.
13. That the salaries of teachers are compared very unfavorably with the salaries of other professional workers.
14. The mental competence of teachers should be considered as well as the physical competence.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introductory statement.--This chapter gives attention to the analysis, treatment and interpretations of the data that dealt with certain selected aspects of the status of Negro teachers employed in Crisp County, Georgia for the school term 1964-1965. The major aspects covered in this study dealt with the general background information; professional preparation; teaching experience; and the socio-economic rating of the seventy-six Negro teachers employed in Crisp County, Georgia for the school term 1964-1965.

Marital status.--The marital status of the 76 Negro teachers of Crisp County, Georgia, 1964-1965 are presented in Table 1, page 20.

The data indicated a rather stable marital status with a high of eight or 42.32 per cent and 38 or 64.22 per cent of the teachers male and female, respectively, and a low of six or 31.74 per cent and nine or 15.21 per cent of single teachers male and female, respectively. None of the male teachers and three or 5.07 per cent of the female teachers were separated. The per cent of divorced teachers ranged from a high of three or 5.07 per cent to a low of two or 10.58 per cent of the male and female teachers, respectively. The per cent of the widowed ranged from a high of three or 5.07 per cent to a low of one or 5.29 per cent. The per cent of the unanswered ranged from a high of three or 5.07 per cent to none or no per cent.

TABLE 1

DISTRIBUTION OF THE MARITAL STATUS (BY SEX) OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Marital Status	Male		Female		Total Number
	Number	Per Cent	Number	Per Cent	
Single	6	31.74	9	15.21	15
Married	8	42.32	38	64.22	46
Separated	0	0.00	3	5.07	3
Divorced	2	10.58	3	5.07	5
Widowed	1	5.29	3	5.07	4
Unanswered	0	0.00	3	5.07	3
Total	17	89.93	59	99.71	76

Educational status of teachers.---The data on the educational status of the Negro teachers in Crisp County, Georgia, are presented in Table 2, page 21.

The data on the educational status are presented in the following facts: None of the teachers had less than 4 years college training, whereas, 34 or 44.74 per cent of them had four years of college training. Thirty-seven or 48.71 per cent of the teachers had four years of college training but less than a Master's degree level of training. On the other hand, five or 6.55 per cent of these teachers held the Master's degree.

The data indicated that all of the teachers held four-year college degrees and some have received training beyond a college degree. Five or 6.55 per cent of them hold a Master's degree.

TABLE 2

DISTRIBUTION OF THE EDUCATIONAL STATUS OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Educational Status	Number	Per Cent
1 year College	0	0.00
2 year College	0	0.00
3 year College	0	0.00
4 year College	34	44.74
Beyond College Training	37	48.71
Master's degree	5	6.55
Total	76	100.00

Colleges and universities in Georgia where teachers earned degrees.--

Table 3, page 22, presents the data on the institutions where the Crisp County teachers received their bachelor's degree level of training.

Thirty or 39.30 per cent of the teachers attended Albany State College, 20 or 26.60 per cent attended Fort Valley State College, two or 2.62 per cent each attended Morehouse College and Savannah State College, one or 1.31 per cent each attended Spelman College and Clark College, four or 5.28 per cent attended Paine College, three or 3.93 per cent attended Morris Brown College, and 13 or 17.03 per cent of these teachers did not indicate the institution in which they received their basic training.

The data show that a large majority of them attended Albany State College and Fort Valley State College, whereas, the minority attended

TABLE 3

DISTRIBUTION OF DEGREES EARNED BY THE NEGRO TEACHERS OF CRISP  
COUNTY, GEORGIA, FROM COLLEGES AND UNIVERSITIES LOCA-  
TED IN GEORGIA

College and Universities	Number	Per Cent
Morris Brown College	3	3.93
Spelman College	1	1.31
Clark College	1	1.31
Morehouse College	2	2.62
Paine College	4	5.28
Fort Valley State College	20	26.60
Albany State College	30	39.30
Savannah State College	2	2.62
Not applicable	13	17.03
Total	76	100.00

other schools in Georgia as indicated in Table 3.

Colleges and universities outside of Georgia where teachers earned degrees.---The data on the colleges and universities outside of Georgia where the Crisp County teachers received their degrees are presented in Table 4, page 23.

The data in Table 4 indicate that only 13 or 17.33 per cent of the Crisp County teachers earned degrees from colleges and universities outside of the State of Georgia. Two or 2.72 per cent each attended Tuskegee Institute, Johnson C. Smith University and Tennessee State University,

TABLE 4

DISTRIBUTION OF DEGREES EARNED BY THE NEGRO TEACHERS FROM COLLEGES  
AND UNIVERSITIES OUTSIDE OF THE STATE OF GEORGIA

Colleges and Universities	Number	Per Cent
Tuskegee Institute	2	2.72
Southern University	1	1.31
Johnson C. Smith University	2	2.72
North Carolina State College	1	1.31
Allen University	1	1.31
Benedict College	1	1.31
Tennessee State University	2	2.72
Howard University	1	1.31
Miles College	1	1.31
South Carolina State College	1	1.31
Not Applicable	63	82.67
Total	76	100.00

one or 1.31 per cent each attended Southern University, North Carolina State College, Allen University, Benedict College, Howard University, Miles College, and South Carolina State College, and 63 or 82.67 per cent of the teachers did not reply.

The data reveal that approximately one fifth of the Negro teachers in Crisp County, Georgia attended colleges and universities outside the state of Georgia.

TABLE 5

DISTRIBUTION OF THE TEACHING EXPERIENCE OF NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Years of Teaching Experience	Number	Per Cent
1 - 4	12	15.72
5 - 9	14	18.34
10 - 14	23	30.57
15 - 19	18	23.58
20 - 24	2	2.62
25 - 29	3	3.93
30 - 34	3	3.93
35 - 39	1	1.31
Total	76	100.00

Teaching experience of the personnel.---The data on the teaching experience of the Negro teaching personnel of Crisp County, Georgia are presented in Table 5, above.

The range of the data of the teaching experience of the teachers ranged from a low of one or 1.31 per cent of the teachers having taught 35 to 39 years, to a high of 23 or 30.57 per cent of the teachers having taught from 10 to 14 years; 14 or 18.34 per cent ranged from 5 to 9 years of teaching experience, 12 or 15.72 per cent of the experience ranged from one to 4 years; whereas, the remaining 8 or 10.48 per cent of the teachers had a teaching experience range from 20 to 34 years.

TABLE 6

DISTRIBUTION OF THE TYPES OF CERTIFICATES HELD BY THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Type of Certificate	Code	Number	Per Cent
Life Principal Five Year	DP-5	1	1.31
Professional Principal Five Year	P-5	2	2.62
Life Administrative Five Year	DA-5	1	1.31
Life Professional Master's	DT-5	3	3.93
Life Professional Four Year	DT-4	55	72.49
Professional Five Year	T-5	2	2.62
Curriculum Director Four Year	CD-4	1	1.31
Professional Four Year	T-4	9	11.79
Provisional Four Year	B-4	1	1.31
School Counselor Four Year	SC-4	1	1.31
Total		76	100.00

The data indicate that more than half of the teachers employed in Crisp County, Georgia have a teaching experience ranging from one to nineteen years, whereas, the experience of the other teachers ranged from twenty- to twenty-nine years.

Types of certificates held by Negro teachers of Crisp County, Georgia, 1964-1965.--The data on the types of certificates held by Negro teachers employed in Crisp County, Georgia are presented in Table 6 above.

One or 1.31 per cent of the teachers each hold a Life Principal



Five year certificate, Life Administrative Five year certificate, Curriculum Director Four year certificate, Provisional Four year certificate and School Counselor Four year certificate, making a total of five or 6.55 per cent. Two or 2.62 per cent each of the teachers hold a Professional Principal Five year and a Professional Five year, making a total of four or 5.24 per cent. Three or 3.93 per cent hold a Life Professional Master's certificate. Fifty-five or 72.49 per cent of the teachers hold a Life Professional Four year certificate, and nine or 11.79 per cent hold a Professional Four year certificate.

It is interesting to note that the data revealed that a majority of the Crisp County Negro teachers hold life professional four-year certificates. The minority of these teachers hold life professional five-year certificates.

Plans for improving certification.--The data on the plans for improving certification of the educational rating of the Negro teachers of Crisp County, Georgia are presented in Table 7, page 27.

Sixty-six or 86.90 per cent of the teachers plan to do graduate work, 3 or 3.93 per cent plan to work toward a Ph.D. degree, and seven or 9.17 per cent have no plans at all.

The data indicate that more than half of the teachers employed in Crisp County, Georgia will do further study to improve their teaching certificates.

Distribution of degrees held by the Negro personnel.--The data on the degrees held by the Negro teachers in Crisp County, Georgia, are

TABLE 7

DISTRIBUTION OF THE PLANS FOR RAISING OR IMPROVING CERTIFICATION  
OF THE NEGRO TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA,  
1964-1965

Future Certification Plans	Number	Per Cent
Will do graduate work	66	86.90
Will do further study toward a Ph.D. degree	3	3.93
No Plans at all	7	9.17
Total	76	100.00

presented in Table 8, page 28.

Seventy-one or 93.72 per cent of the teachers reported that they hold the bachelor's degree; five or 6.28 per cent hold the Master of Arts degree in Education, and none of them hold a Master's of Arts or Master's of Science degree.

Professional reading of the Negro teachers.--The data in Table 9, page 29, presents the number of professional magazines or periodicals read by the Negro teachers of Crisp County, Georgia, 1964-1965.

The magazines read by the Negro teachers ranged from a low of one or 0.30 per cent of the Business Educational Journal to a high of 71 or 21.30 per cent of the teachers reading the National Educational Journal. The others of major importance ranked as follows: 69 or 20.70 per cent for the Teachers' Herald; 50 or 15.00 per cent for the Instructor, 38 or 11.40 per cent for the Grade Teacher, 33 or 9.90 per cent for the

TABLE 8

DISTRIBUTION OF DEGREES HELD BY THE NEGRO TEACHERS EMPLOYED  
IN CRISP COUNTY, GEORGIA, 1964-1965

Degrees	Number	Per Cent
Bachelor's Degree	71	93.72
Master of Arts Degree in Education	5	6.28
M. A. Degree	0	0.00
M. S. Degree	0	0.00
Total	76	100.00

Children's Activities, 29 or 8.70 per cent for the Parents' Magazine, and 24 or 7.20 per cent for the Educational Review. The other magazines read, ranged from two or .60 per cent for the News Weekly to eight or 2.40 per cent for School and Society, and three or 0.90 per cent each for Time and Life.

The data revealed that more than three-fourths of the teachers read the National Educational Journal, The Teachers Herald and the Grade Teacher magazines. The remaining number of teachers read the other magazines listed in the Table.

Subject areas taught by the Negro teachers in Crisp County, Georgia.---  
Table 10, page 30, presents data on subject areas taught by the Negro teachers of Crisp County, Georgia, 1964-1965.

The subject areas taught by the Negro teachers ranged from a low of one or 1.31 per cent each for the teaching of music, Secondary Educa-

TABLE 9

DISTRIBUTION OF THE PROFESSIONAL MAGAZINES READ BY THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Magazines	Number	Per Cent
N. E. A. Journal	71	21.30
Herald	69	20.70
Grade Teacher	38	11.40
School and Society	8	2.40
Educational Review	24	7.20
Instructor	50	15.00
Children's Activities	33	9.90
Business Educational Journal	1	0.30
Time	3	0.90
Parents' Magazine	29	8.70
News Weekly	2	0.60
Life	3	0.90
Total	76	100.00

tion, Agriculture Education, Industrial Arts, Business Education, and Foreign Language to a high of 50 or 65.94 per cent for Elementary Education. The other major ranked subject areas taught were as follows: Eight or 10.48 per cent of the teachers taught Social Science, three or 3.93 per cent each taught Natural Science and English, four or 5.24 per cent of the teachers taught Home Economics, and two or 2.62 per cent taught

TABLE 10

DISTRIBUTION OF SUBJECT AREAS TAUGHT WITH MAJOR AND MINOR PREPARATION IN COLLEGE BY THE NEGRO TEACHERS EMPLOYED IN CRISP, COUNTY, GEORGIA, 1964-1965

Subject Areas	Number	Per Cent
Social Studies	8	10.48
Elementary Education	50	65.94
Music	1	1.31
Natural Science	3	3.93
English	3	3.93
Health and Physical Education	2	2.62
Home Economics	4	5.24
Secondary Education	1	1.31
Agriculture Education	1	1.31
Industrial Arts	1	1.31
Business Education	1	1.31
Foreign Language	1	1.31
Total	76	100.00

Health and Physical Education.

Ages of the Negro teaching personnel.---Table 11, page 31, presents data on the ages of the Negro teachers in Crisp County, Georgia, 1964-1965.

The ages of the Negro teachers ranged from a low of one or 1.31 per cent of the teachers who were in the age range of 57 to 59 years, 11

TABLE 11

DISTRIBUTION OF THE AGES OF THE NEGRO TEACHERS EMPLOYED IN  
CRISP COUNTY, GEORGIA, 1964-1965

Ages	Number	Per Cent
24 - 26	10	13.10
27 - 29	2	2.62
30 - 32	7	9.17
33 - 35	11	14.41
36 - 38	5	6.65
39 - 41	5	6.65
42 - 44	5	6.65
45 -47	7	9.17
48 - 50	5	6.65
51 - 53	5	6.65
54 - 56	4	5.18
57 - 59	1	1.31
Over 60	9	11.79
Total	76	100.00

or 14.41 per cent within the age-range from 33 to 35 years; 10 or 13.10 per cent within the age-range from 24-26 years; nine or 11.79 per cent within the age-range of over 60 years; seven or 9.17 per cent within the age-range of 45-47 years; 25 or 33.25 per cent within the age-range of 36-44 years and 48-50 years. Four or 5.18 per cent of the teachers were in the age-range of 54 to 56 years. Two or 2.62 per cent of the teachers

TABLE 12

DISTRIBUTION OF THE EDUCATIONAL LEVEL OF PARENTS OF NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Educational Level	Father		Mother	
	Number	Per Cent	Number	Per Cent
Little or No Training	10	13.10	4	5.24
Elementary Training	33	43.67	30	39.74
High School Training	19	24.89	29	37.99
College Training	5	6.55	7	9.17
Graduate Training	1	1.31	1	1.31
Unanswered	8	10.48	5	6.55
Total	76	100.00	76	100.00

were in the age-range of 27 to 29 years, and seven or 9.17 per cent were in the age-range of 30 to 32 years.

The data on the ages of the teachers reveal that only nine are over sixty years of age. The large majority of them are within the age-range from eighteen to forty-seven years. The other teachers are within the age-range of forty-eight to fifty-nine years.

Educational level of parents of the Negro teachers.---The data on the educational level of the parents of the Negro teachers employed in Crisp County, Georgia, 1964-1965 are presented in Table 12, above.

The educational level of the parents of the Negro teachers ranged from 10 or 13.10 per cent and 4 or 5.24 per cent of the fathers and mothers, respectively, had little or no educational training; 33 or 43.67 per cent and 30 or 39.74 per cent of the fathers and mothers, respectively,

TABLE 13

DISTRIBUTION OF LIVING AND DECEASED FAMILY MEMBERS OF THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Family Members	Living		Deceased	
	Number	Per Cent	Number	Per Cent
Father	28	15.12	48	41.28
Mother	42	22.68	34	29.24
Husband	23	12.42	7	6.02
Wife	6	3.24	3	2.58
Sisters	43	24.24	9	7.98
Brothers	42	22.30	15	12.90
Total	184	100.00	116	100.00

had an educational level of elementary training, 19 or 24.89 per cent and 29 or 37.99 per cent of fathers and mothers, respectively, had an educational level of high school training, five or 6.55 per cent and seven or 9.17 per cent of the fathers and mothers, respectively, had a college education, one or 1.31 per cent each had graduate training, and eight or 10.48 per cent and five or 6.55 per cent of the fathers and mothers, respectively, did not answer this item.

The data reveal that the majority of the parents have an educational level of elementary and high school training, whereas, the minority of the parents have college and graduate training. The others have little or no scholastic training.

Family pattern of the Negro teaching personnel.---Table 13, above, presents the data on the family pattern of the Negro teaching personnel



TABLE 14

DISTRIBUTION OF THE OCCUPATIONS OF PARENTS OF NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Occupation	Father		Mother	
	Number	Per Cent	Number	Per Cent
Farmer	33	43.23	0	0.00
Railroad Worker	7	9.27	0	0.00
Beautician	0	0.00	1	1.31
Nurse	0	0.00	4	5.24
Minister	4	5.34	0	0.00
Housewife	0	0.00	49	64.63
Domestic Servant	4	5.34	12	15.72
Skilled Laborer	19	24.89	5	6.55
Common Laborer	3	3.97	0	0.00
Professional Worker	6	7.96	5	6.55
Total	76	100.00	76	100.00

employed in Crisp County, Georgia, 1964-1965.

The family members living and deceased reported by the Negro teachers in Crisp County are as follows: 28 or 15.12 per cent of the fathers were living, whereas, 48 or 41.28 per cent of them were deceased. Forty-two or 22.68 per cent of the mothers were living and 34 or 29.24 per cent were deceased. Twenty-three or 12.42 per cent of the husbands were living and three or 2.58 per cent were deceased. Of the sisters and brothers 43 or 24.24 per cent and 42 or 22.30 per cent of them were living and nine or

7.98 per cent and 15 or 12.90 per cent of the sisters and brothers were deceased.

The data indicate that a majority of the family members are living.

Types of occupations of the parents of the personnel.---Table 14, page 34, presents the data on the types of occupations engaged in by the parents of the Negro teachers of Crisp County, Georgia, 1964-1965.

The occupations held by the fathers of the Negro teachers ranged from a low of three or 3.97 per cent to a high of 33 or 43.23 per cent for common laborers and for farmers, four or 5.34 per cent each were ministers and domestic servants; six or 7.96 per cent were professional workers, seven or 9.27 per cent were railroad workers, 19 or 24.89 per cent were skilled laborers.

The occupations held by the mothers of the Negro teachers ranged from a low of one or 1.31 per cent for beauticians to a high of 49 or 64.63 per cent for housewives; four or 5.24 per cent were nurses, five or 6.55 per cent each were skilled laborers and professional workers, and 12 or 15.72 per cent were domestic servants.

It was significantly noted that 43.23 per cent of the fathers were farmers and 64.63 per cent of the mothers were housewives whose sole occupational interest was in managing the home. A substantial majority of wives in a community might well intend a stable economic situation where the fathers are able to earn adequate wages or salaries to maintain a home without supplement from working wives.

Religious affiliation of the Negro teachers.---Table 15, page 36, presents the data on the religious affiliation of the Negro teachers of Crisp County, Georgia, 1964-1965.

TABLE 15

DISTRIBUTION OF THE RELIGIOUS AFFILIATION OF THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-  
1965

Religious Affiliation	Number	Per Cent
Baptist	39	51.49
Methodist	23	30.17
Presbyterian	13	17.03
Catholic	0	0.00
Holiness	1	1.31
Jehovah Witness	0	0.00
Total	76	100.00

The religious affiliation of the teachers ranged from a low of one or 1.31 per cent of the teachers who were of the Holiness faith to a high of 39 or 51.49 per cent who were Baptist. Twenty-three or 30.17 per cent of the teachers who were Methodist; 13 or 17.03 per cent were Presbyterian, and none or no per cent each were Catholic or Jehovah Witness.

It is a most interesting observation to note that the Baptist and Methodist Churches whose communicants are usually drawn from the general populace or "masses", hold 51.49 per cent and 30.17 per cent of the community membership, respectively, among the Negro teachers of Crisp County, Georgia.

Church positions held by the Negro teachers.--The data on the church positions held by the Negro teachers of Crisp County, Georgia are presented in Table 16, page 37.

TABLE 16

DISTRIBUTION OF THE CHURCH POSITIONS HELD BY THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Church Position	Number	Per Cent
Deacon	2	2.62
Trustee	3	3.93
Steward	4	5.24
Stewardess	2	2.62
Class Leader	1	1.31
Choir Member	20	26.60
Church Treasurer	1	1.31
Church Secretary	3	3.93
Sunday School Superintendent	1	1.31
Sunday School Teacher	10	13.10
President of Auxiliary	3	3.93
Church Member	21	27.55
Organist	3	3.93
None	2	2.62
Total	76	100.00

The data on the church positions held by the Negro teachers reveal that one or 1.31 per cent each were class leaders, church treasurer, and Sunday School Superintendent. Twenty-one or 27.55 per cent and 20 or 26.60 per cent were church members and choir members, respectively. Ten or 13.10 per cent were Sunday School teachers, four or 5.24 per cent were

stewards, three or 3.93 per cent each were trustees, church secretary, President of an auxiliary, and organist. Two or 2.62 per cent each were deacons and stewardess. Two or 2.62 per cent of the teachers did not hold any church positions at all.

The data revealed that there is no predominant office held by the teachers but rather the offices which they hold are well dispersed throughout the available positions in the church. The teachers are predominantly found in offices of leadership, such as: Sunday School teachers, members of the choir, and church members.

Church attendance of the Negro personnel.---Table 17, page 39, presents the data on church attendance of the Negro teaching personnel in Crisp County, Georgia, 1964-1965.

The number of teachers who attend church ranged from a low of five or 6.55 per cent for those who attended church once a month to a high of 47 or 61.97 per cent for those who attended church every Sunday. Fourteen or 18.38 per cent attended church bi-monthly, and seven or 9.17 per cent attended church tri-monthly. Three or 3.93 per cent of the teachers did not answer this item.

The data indicate that most of the teachers attend the church of their choice each Sunday; whereas, the others attended church either monthly or two or three times a month.

Number of dependents claimed by the Negro personnel.---The data on the number of dependents claimed by the Negro teachers of Crisp County, Georgia are presented in Table 18, page 40.

The number of dependents claimed by the Negro teachers ranged from a low of one or 1.31 per cent of the dependents over seven to a high of

TABLE 17

DISTRIBUTION OF CHURCH ATTENDANCE OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Church Attendance	Number	Per Cent
Every Sunday	47	61.97
Monthly	5	6.55
Bi-monthly	14	18.38
Tri-monthly	7	9.17
Unanswered	3	3.93
Total	76	100.00

28 or 36.68 per cent who claimed one dependent. Thirteen or 17.47 per cent of the teachers claimed two dependents. Six or 7.86 per cent claimed three dependents. Four or 5.24 per cent each claimed four, five and six dependents, respectively. None of the teachers claimed seven dependents, and 16 or 20.96 per cent of the teachers did not claim any dependents.

The data indicate that approximately two dependents were claimed by the Negro teachers of Crisp County, Georgia.

Change of certificate by the personnel.---Table 19, page 41, presents the data on the change of certificates by the Negro teaching personnel of Crisp County, Georgia, 1964-1965.

The data revealed that 10 or 13.20 per cent of the teachers changed high school to elementary certificates and 60 or 78.90 per cent of them changed elementary to high school certificates. Six or 7.90 per cent

TABLE 18

DISTRIBUTION OF THE NUMBER OF DEPENDENTS CLAIMED BY THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Dependents	Number	Per Cent
One	28	36.68
Two	13	17.47
Three	6	7.86
Four	4	5.24
Five	4	5.24
Six	4	5.24
Seven	0	0.00
Over Seven	1	1.31
None	16	20.96
Total	76	100.00

of the teachers did not indicate any change in certificates.

Professional membership held by the personnel.--Table 20, page 41, presents the data on the membership held in various professional organizations by the Negro teachers of Crisp County, Georgia, 1964-1965.

The memberships held by the Negro teachers as indicated by the data were as follows: 11 or 14.41 per cent for those who belong to the N.A.A.C.P. 100 per cent of the teachers belong to the Crisp County Teachers' Association, G. T. E. A., A. T. A., and N. E. A., respectively.

The data revealed that these teachers gave whole-hearted support

TABLE 19

DISTRIBUTION OF THE CHANGE OF CERTIFICATE MADE BY NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Change of Certificates	Number	Per Cent
High School changed to Elementary	10	13.20
Elementary changed to High School	60	78.90
Unanswered or not applicable	6	7.90
Total	76	100.00

TABLE 20

DISTRIBUTION OF THE PROFESSIONAL ORGANIZATIONS IN WHICH THE  
NEGRO TEACHERS OF CRISP COUNTY, GEORGIA, HOLD MEMBER-  
SHIP, 1964-1965

Organizations	Number	Per Cent
Crisp County Teachers' Association	76	100
G. T. E. A.	76	100
A. T. A.	76	100
N. E. A.	76	100
N. A. A. C. P.	11	14.41

to the local teachers' association, the G. T. E. A., A. T. A., and the N. E. A. Only a small per cent held membership affiliation with the N. A. A. C. P.

Residential status of the parents of the personnel.--Table 21,



page 43, presents the data on the residential status of the parents of the Negro teachers of Crisp County, Georgia, 1964-1965.

The residential status of the parents ranged from a low of four or 5.24 per cent who lived in rented homes to a high of 56 or 73.36 per cent owning their homes. Sixteen or 20.96 per cent had property to rent. Three or 3.93 per cent had some type of business, and 13 or 17.03 per cent did not answer this item.

It is significant to note that the data revealed that most of the parents of the teachers enjoyed some type of home and/or property ownership.

Residential status of the Negro personnel.---Table 22, page 43, presents the data on the residential status of the Negro teachers in Crisp County, Georgia, 1964-1965.

The residential status of the teachers ranged from a low of five or 6.55 per cent lived in rented rooms or apartments to a high of 57 or 74.67 per cent of them owning their own homes or buying a home. Thirteen or 17.07 per cent of them lived in rented homes. One or 1.31 per cent of the teachers did not answer this item.

It is interesting to note that the data revealed a majority of the Negro teachers are buying homes of their own, whereas, a small minority of them are renting homes.

Financial status of the Negro personnel.---Table 23, page 44, presents the data on the financial status of the Negro teachers in Crisp County, Georgia, 1964-1965.

The financial status of the teachers ranged from a low of one or 1.31 per cent of them who have a postal savings to a high of 62 or 81.22

TABLE 21

DISTRIBUTION OF THE RESIDENTIAL STATUS OF THE NEGRO TEACHERS'  
PARENTS OF CRISP COUNTY, GEORGIA, 1964-1965

Residential Status	Number	Per Cent
Own or is buying home	56	73.36
Is renting a house	4	5.24
Have property rented out	16	20.96
Own some type of business	3	3.93
Unanswered	13	17.03

TABLE 22

DISTRIBUTION OF THE RESIDENTIAL STATUS OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Residential Status	Number	Per Cent
Own or is buying a house	57	74.67
Is renting a house	13	17.07
Is renting a room or an apartment	5	6.95
Unanswered	1	1.31
Total	76	100.00

per cent who have a checking account. Forty-four or 57.64 per cent of them have a savings account. Three or 3.93 per cent have neither a postal savings, checking or savings account. Six or 7.86 per cent did not answer this item.

TABLE 23

DISTRIBUTION OF THE FINANCIAL STATUS OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Financial Status	Number	Per Cent
Have Savings Account	44	57.64
Have a Checking Account	62	81.22
Have Postal Savings	1	1.31
Neither	3	3.93
Unanswered	6	7.86
Total	76	100.00

The data indicate that a very high per cent of the teachers have savings and checking accounts. Only a small per cent have neither a savings or checking account.

Credit status of the Negro teaching personnel.---Table 24, page 45, presents the data on the credit status of the Negro teachers in Crisp County, Georgia, 1964-1965.

The credit status of the teachers ranged from a low of 11 or 14.41 per cent owing money to finance companies to a high of 24 or 31.44 per cent owing money to the bank. Thirty or 39.74 per cent did not owe money to a finance company or a bank. Eleven or 14.41 per cent did not answer this questionnaire item.

The data indicate that a majority of the teachers reporting owed money to banks and finance companies, whereas, 30 teachers did not owe money to the bank or finance company. The data point out the need to

TABLE 24

DISTRIBUTION OF THE CREDIT STATUS OF THE NEGRO TEACHERS  
EMPLOYED IN CRISP COUNTY, GEORGIA, 1964-1965

Credit Status	Number	Per Cent
Owe Money to Bank	24	31.44
Owe Money to Finance Company	11	14.41
Neither	30	39.74
Unanswered	11	14.41
Total	76	100.00

caution teachers against borrowing money from finance companies.

Yearly salaries earned by the Negro teaching personnel.--Table 25, page 46, presents the data on the annual salaries earned by the Negro teachers of Crisp County, Georgia, 1964-1965.

The salaries earned by the Negro teachers ranged from a low of \$3900-\$4100 as indicated by five or 6.55 per cent to a high of \$7800-\$8000 as indicated by one or 1.31 per cent of the teachers. Five or 6.55 per cent of the teachers had an annual salary of \$42000 - \$4400. Four or 5.38 per cent earned an annual salary of \$4500 - \$47000. Twenty-five or 32.95 per cent earned an annual salary of \$4800 - \$5000. Four or 5.24 per cent earned an annual salary of \$5100 - \$5300. Two or 2.62 per cent earned an annual salary of \$5400 - \$5600. Two or 2.62 per cent earned an annual salary of \$5700 - \$5900. Five or 6.55 per cent earned an annual salary of \$6600 - \$6800. Two or 2.62 per cent earned an annual salary of

TABLE 25

DISTRIBUTION OF THE YEARLY SALARIES EARNED BY THE NEGRO  
TEACHERS EMPLOYED IN CRISP COUNTY, GEORGIA,  
1964-1965

Salaries	Number	Per Cent
\$3900 - \$4100	5	6.55
4200 - 4400	5	6.55
4500 - 4700	4	5.38
4800 - 5000	25	32.95
5100 - 5300	4	5.24
5400 - 5600	2	2.62
5700 - 5900	2	2.62
6000 - 6200	0	0.00
6300 - 6500	0	0.00
6600 - 6800	5	6.55
6900 - 7100	2	2.62
7200 - 7400	0	0.00
7500 - 7700	2	2.62
7800 - 8000	1	1.31
Unanswered	19	24.99
Total	76	100.00

\$6900 - \$7100. Two or 2.62 per cent earned an annual salary of \$7500 - \$7700. None or no per cent of the teachers earned an annual salary of \$6000 - \$6200, \$6300 - \$6500, and \$7200 - \$7400. Nineteen or 24.99 per

cent of the teachers did not answer this item.

The data indicate that the annual salaries received by the teachers of Crisp County, Georgia are consistent with the over-all salary certification level of the State Department of Education.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Recapitulation of theoretical bases of study.--The educational personnel which includes teachers, principals, supervisors, school board members, and other paid workers hold an important place in the total educational enterprise. The competence of the administration, supervisory, teacher and auxiliary personnel is based on their training, experience and general outlook on life.

It is most important, therefore, that school administrators directly and the community indirectly make certain that the teacher personnel is adequately trained, properly experienced or so placed to gain wholesome and developmental experience.

As a basis for suggested approaches to the continuing upgrading of teacher proficiency, the "teacher personnel" research project has been used; for it develops a comprehensive analysis of the varied factors in training, experience, assignments, and community participation which in turn, reveals that additional training is needed.

Evolution of the problem.--The problem of this immediate research developed out of the writer's interest and involvement, as Jeanes Curriculum Director, in the use of modern facilities and equipment, recruitment of properly trained teachers and supervision of teachers in services; for she would like to know more about the status of teachers than what

the certificate reveals.

Contribution to educational knowledge.--The major contribution of this research to educational theory and practice lies in the extent to which it will present a detailed analysis report of the teacher-status in Crisp County, Georgia.

Statement of the problem.--The problem involved in this study was to ascertain the status of the Negro educational personnel of Crisp County, Georgia, for the school term 1964-1965.

Purpose of the study.--The major problem and purpose of this research was to develop a comprehensive cross-sectional picture of the selected factors of socio-economic status, training, experience, civic participation, and assignment of the educational personnel serving the Negro public schools of Crisp County, Georgia, for the school year, 1964-1965.

However, the term educational personnel as used in this study referred only to the teaching personnel and did not include the superintendent, board members, and auxiliary workers in the school.

Definition of terms.--The important terms used throughout this research are defined in the statements to follow:

1. "Educational personnel" as used in this study refers to all the persons, including teachers, principals, and curriculum directors who are employed in the Negro public schools of Crisp County, Georgia.
2. "Teaching personnel" refers to all persons engaged in or having to do with the direct act of teaching in the Negro public schools of Crisp County, Georgia.
3. "Academic training" refers to the broad general training in the subject matter areas received by the teachers of Crisp County, Georgia.



4. "Teaching experience" as used in this study refers to the total amount of time that a teacher has devoted to an assigned class as a full time teacher.
5. "Socio-economic status" as used in this study refers to status of teachers and their families with reference to occupation, home conditions, social and civic participation.
6. "Professional training" refers to the specific amount of formal training in the area of educational theory, methodology and curricular patterns pursued by the teachers of Crisp County, Georgia.

Locale and research design of the study.--The significant aspects of this study are outlined below:

1. Locale.--The locale of this study was conducted in Crisp County, Georgia, during the school term, 1964-1965.
2. Subjects.--The subjects used in this research were all of the seventy-six teachers who comprise the Negro educational personnel employed in Crisp County, Georgia, for the school term 1964-1965.
3. Instruments.--A specifically designed questionnaire pertinent to the needed, the record files of the Crisp County Board of Education, principals, school superintendent, involving interviews with teachers and school officials.
4. Research method.--The Descriptive-Survey method of research, employing the specific documentary materials, frequency or analysis and the questionnaire was used to gather the data for this study.
5. Criterion of reliability.--The "criterion of reliability" for appraising the data was the accuracy and authenticity of the records, interviews, and the reactions of the subjects which constitute the sources of data.
6. Procedural steps.--The data necessary to the development of this study was gathered, organized and analyzed, interpreted and presented through the following steps:
  - a. The related literature pertinent to this study was reviewed, summarized and presented in the thesis.
  - b. The approval of the superintendent and other proper school officials was obtained.

- c. A questionnaire specifically designed and validated under the direction of competent staff members of the School of Education, Atlanta University, was used to collect the data.
- d. The data derived from the administration of the questionnaire and the use of official records were assembled and presented in proper tables, figures and graphs which in turn were appropriately interpreted.
- e. The findings, conclusions, implications and recommendations derived from the analysis and interpretation of the data were written up and presented in the finished thesis copy.
- f. The data, after appropriate analytical and statistical treatments, were formulated into significant findings, conclusions, and implications and recommendations which constitute the content of the finished thesis copy.

Summary of related literature.--The summary of the literature brought to focus many points of view from eminent students and educators in the field of education. Many of them were deeply interested in the problem of teacher preparation, background, selected and other contributing factors toward an effective and successful educational program, and thus make contributing points-of-view in relation to this study.

The vast amount of literature reviewed in connection with this study seems to emphasize such vital and crucial principles as indicated below:

1. Teacher education is a continuous process and should be diligently pursued by all teachers.
2. The professional training of teachers should include training in subject matter and methodology of two or more subject combinations.
3. The academic training of the teachers should include personality and social development and adjustment.
4. All authorities and educators appear to agree that the teacher justly has a significant role.

5. Teachers are recruited from the middle and upper classes.
6. Certification is the basis for determining and heightening of educational qualification of the teacher.
7. Teacher requirements and teacher certification are controlled by local and state boards of education.
8. Teachers need to take advantage of continuing their training through in-service education.
9. Persons entering the teaching profession should be screened more carefully.
10. Teachers should initiate their own program of self-improvement.
11. The exercise of close selection and inspection of candidates for the teaching profession is the key to improving the calibre and over-all qualification of teachers.
12. The socio-economic background of teachers is an important segment of the over-all qualification of teachers.
13. That the salaries of teachers are compared very unfavorably with the salaries of other professional workers.
14. The mental competence of teachers should be considered as well as the physical competence.

Summary of findings.---The findings were drawn directly from the interpretation and analyzation of the data collected for the sole development of this study. The various aspects and facts concerning the Negro educational personnel of Crisp County, Georgia, as presented, interpreted and analyzed thus far in this thesis are summarized at this point in the statements to follow:

#### Marital Status of the Personnel

Table 1

It was found that eight or 42.32 and 38 or 64.22 per cent of the teachers, male and female respectively, had a rather stable marital status. Six or 31.74 per cent and nine or 15.21 per cent of the teachers, male and female, respectively, were single. Three or 5.07 per cent of the female

teachers were separated and none of the male teachers were separated. Three or 5.07 per cent and two or 10.58 per cent of the teachers were divorced, male and female, respectively. Three or 5.07 per cent and one or 5.29 per cent of the teachers were widowed, male and female, respectively. Three or 5.07 per cent of the teachers did not answer this item.

#### Educational Status of the Teachers

Table 2

The data on the educational status of the teachers revealed that none of them had less than four years of college training. Thirty-four or 44.74 per cent of the teachers had four years of college training. Thirty-seven or 48.71 per cent of them have done further study toward a master's degree. Only five or 6.55 per cent of them hold the master's degree.

#### Georgia Institutions Attended

Table 3

The data on the institutions where the teachers earned their bachelor degrees from Georgia colleges and universities revealed that the following institutions were represented: three or 3.93 per cent attended Morris Brown College, one or 1.31 per cent each attended Spelman College, and Clark College; two or 2.62 per cent each attended Morehouse College and Savannah State College; four or 5.28 per cent attended Paine College, 20 or 26.60 per cent attended Fort Valley State College, 30 or 39.30 per cent attended Albany State College, and 13 or 17.03 per cent did not earn degrees in Georgia schools.

#### Out-of-State Institutions Attended

Table 4

It was found that among the personnel the following out-of-state institutions were represented: two or 2.72 per cent each attended Tuskegee Institute, Johnson C. Smith University, and Tennessee State University; one or 1.31 per cent each attended Southern University, North Carolina State College, Allen University, Benedict College, Howard University, Miles College, and South Carolina State. Sixty-three or 82.67 per cent of the teachers did not earn degrees from out of the state of Georgia.

#### Teaching Experience of the Personnel

Table 5

It was found that 12 or 15.72 per cent had teaching experience from

one to four years; 14 or 18.34 per cent from five to nine years; 23 or 30.57 per cent from ten to fourteen years; 18 or 23.58 per cent from fifteen to nineteen years; two or 2.62 per cent from twenty to twenty-four years; three or 3.93 per cent from twenty-five to twenty-nine years, and one or 1.31 per cent had teaching experience from thirty-five to thirty-nine years.

### Types of Certificates

Table 6

The data on the types of certificates held by the personnel revealed that one or 1.31 per cent each held a Life Principal Five year certificate; Life Administrative Five year certificate, Curriculum Director Four year certificate, and School Counselor Four year certificate. Two or 2.62 per cent each held a Professional Principal Five year certificate and Professional Five year certificate. Three or 3.93 per cent held a Life Professional Master's certificate. Nine or 11.79 per cent held a Professional Four year certificate and 55 or 72.49 per cent of the teachers held a Life Professional Four year certificate. One or 1.31 per cent held a Provisional Four year certificate.

### Plans for Improving Certification

Table 7

The data revealed that 66 or 86.90 per cent of the teachers will do graduate work, three or 3.93 per cent will do further study toward a Ph.D. degree, and seven or 9.17 per cent of the teachers have no plans at all.

### Degrees Held by the Personnel

Table 8

The data on the degrees held by the personnel revealed that seven or 93.72 per cent of the teachers held the Bachelor's degree and five or 6.28 per cent of them held a Master of Arts degree in Education. No teacher held a M.S. or M.A. degree.

### Professional Magazines Read by Personnel

Table 9

It was found that 71 or 21.30 per cent of the teachers read the N.E. A. Journal, 69 or 20.70 per cent read the Herald, 38 or 11.40 per cent read the Grade Teacher, eight or 2.40 per cent read School and Society, 24 or 7.20 per cent read Educational Review, 50 or 15.00 per cent read

The Instructor, 33 or 9.90 per cent read Children's Activities, one or 0.30 per cent read Business Educational Journal, three or 0.90 per cent each read Time and Life magazines, 29 or 8.70 per cent read Parents' Magazine and two or 0.60 per cent read News Weekly magazine.

### Subject Areas Taught by Personnel

Table 10

The data on subject areas taught by Negro teachers revealed that eight or 10.48 per cent of the teachers taught Social Studies; 50 or 65.94 per cent taught elementary education; one or 1.31 per cent each taught Music, Secondary Education, Agriculture Education, Industrial Arts, Business Education and Foreign Language. Three or 3.93 per cent each taught Natural Science and English; two or 2.62 per cent taught Health and Physical Education, and four or 5.24 per cent taught Home Economics.

### Ages of the Teachers

Table 11

The data revealed that the ages of the Negro teachers ranged from a low of one or 1.31 per cent of them were in the age-range of 57 to 59 years; 11 or 14.41 per cent of them were within the age-range from 33 to 35 years; 10 or 13.10 per cent were within the age-range from 24 to 26 years; nine or 11.79 per cent were within the age-range of over 60 years; seven or 9.17 per cent were within the age-range from 45 to 47 years; five or 6.65 per cent each were within the age-range from 36 to 44 years and 48 to 53 years; four or 5.18 per cent of the teachers were within the age-range of 54 to 56 years; two or 2.62 per cent were within the age-range of 27 to 29 years, and seven or 9.17 per cent were within the age-range of 30 to 32 years.

### Educational Level of Parents of the Personnel

Table 12

It was found that 10 or 13.10 per cent and four or 5.24 per cent of the fathers and mothers, respectively, had little or no educational training. Thirty-three or 43.67 per cent and 30 or 39.74 per cent of the fathers and mothers, respectively, had an educational level of elementary training; 19 or 24.89 per cent and 29 or 37.99 per cent of the fathers and mothers, respectively, had a high school education; five or 6.55 per cent and seven or 9.17 per cent of the fathers and mothers, respectively, had college training; one or 1.31 per cent each of the fathers and mothers, respectively, had graduate training and eight or 10.48 per cent and five or 6.55 per cent of the fathers and mothers, respectively, did not get an answer for the questionnaire item.

## Family Pattern of Personnel

Table 13

The data on the family pattern of the personnel revealed that 28 or 15.12 per cent of the fathers were living, whereas, 48 or 41.28 per cent were deceased. Forty-two or 22.68 per cent of the mothers were living, whereas, 34 or 29.24 per cent were deceased. Twenty-three or 12.42 per cent of the husbands were living and seven or 6.02 per cent were deceased. Six or 3.24 per cent of the wives were living, whereas, three or 2.58 per cent were deceased. Forty-three or 24.24 per cent of the sisters were living and nine or 7.98 per cent were deceased. Forty-two or 22.30 per cent of the brothers were living and 15 or 12.90 per cent were deceased.

## Types of Occupations of Parents

Table 14

It was found that the occupations held by the fathers of the Negro teachers ranged from a low of 3 or 3.97 per cent to a high of 33 or 43.23 per cent for common laborers and for farmers, respectively. Four or 5.34 per cent each were ministers and domestic servants, six or 7.96 were professional workers; seven or 9.27 per cent were railroad workers, and 19 or 24.89 per cent were skilled laborers. The occupations held by the mothers of the Negro teachers ranged from a low of one or 1.31 per cent for beauty culture to a high of 49 or 64.63 per cent for housewives; four or 5.24 per cent were nurses, five or 6.55 per cent each were skilled laborers and professional workers, and 12 or 15.72 per cent of the mothers were domestic workers.

## Religious Affiliation of Personnel

Table 15

The data revealed that 39 or 51.49 per cent and 23 or 30.17 per cent of the personnel were Baptist and Methodist, respectively, whereas, 13 or 17.03 per cent and one or 1.31 per cent of the personnel were of Presbyterian and Holiness faith, respectively.

## Church Positions Held by the Personnel

Table 16

The data on the church positions held by the Negro teachers revealed that one or 1.31 per cent each were class leader, church treasurer and Sunday School Superintendent. Twenty-one or 27.55 per cent and 20 or 26.60 per cent were church members and choir members, respectively. Ten or 13.10 per cent were Sunday School teachers, three or 3.93 per cent

were trustees, church secretary, president of an auxiliary, and organist. Two or 2.62 per cent each were deacons and stewardess, respectively. Two or 2.62 per cent of the teachers did not hold any church positions at all. Four or 5.24 per cent were stewards.

#### Church Attendance of Personnel

Table 17

The data that is compiled revealed that the number of teachers who attended church ranged from a low of five or 6.55 per cent for those who attended church once a month to a high of 47 or 61.97 per cent for those who attended church every Sunday. Fourteen or 18.38 per cent attended church bi-monthly, and seven or 9.17 per cent attended church tri-monthly. Three or 3.93 per cent of the teachers did not answer this item.

#### Dependents Claimed by Personnel

Table 18

It was found that the number of dependents claimed by the Negro teachers ranged from a low of one or 1.31 per cent over seven dependents to a high of 28 or 36.68 per cent who claimed one dependent. Thirteen or 17.47 per cent of the teachers claimed two dependents. Six or 7.86 per cent claimed three dependents. Four or 5.24 per cent each claimed four, five, and six dependents, respectively. None of the teachers claimed seven dependents. Sixteen or 20.96 per cent of the teachers did not claim any dependents.

#### Change of Certification by Personnel

Table 19

The data revealed that 10 or 13.20 per cent of the teachers changed high school to elementary certificates and 60 or 78.90 per cent of them changed elementary to high school certificates. Six or 7.90 per cent of the teachers did not change their certificates to either high school or elementary.

#### Professional Memberships Held by Personnel

Table 20

The data on the professional membership held by the teachers revealed that 76 or 100.00 per cent each belong to the Crisp County Teachers' Association, G.T.E.A., N.E.A., and A.T.A., respectively. Only 11 or 14.41 per cent of the teachers belong to the N.A.A.C.P. organization.



## Residential Status of Parents

Table 21

The data revealed that the residential status of the parents ranged from a low of four or 5.24 per cent who live in rented homes to a high of 56 or 73.36 per cent owning their homes. Sixteen or 20.96 per cent have property to rent. Three or 3.93 per cent have some type of business, and 13 or 17.03 per cent were unanswered.

## Residential Status of the Personnel

Table 22

It was found that 57 or 74.67 per cent of the teachers either own or is buying a house; 13 or 17.07 per cent live in rented homes; five or 6.95 per cent live in rented rooms or apartments and one or 1.31 per cent of the teachers did not answer this questionnaire item.

## Financial Status of the Personnel

Table 23

The data revealed that 44 or 57.64 per cent of the teachers have savings accounts; 62 or 81.22 per cent have checking accounts; one or 1.31 per cent have a postal savings; three or 3.93 per cent have neither savings accounts or checking accounts, and five or 7.86 per cent of them did not answer this item.

## Credit Status of the Personnel

Table 24

The data revealed that 24 or 31.44 per cent of the teachers owe money to the bank, 11 or 14.41 per cent owe money to a finance company; 30 or 39.74 per cent did not owe money to a bank or a finance company, and 11 or 14.41 per cent did not answer this questionnaire item.

## Yearly Salaries of the Personnel

Table 25

It was found that five or 6.55 per cent each received an annual salary of \$3900-\$4100, \$4200-\$4400; four or 5.38 per cent received an annual salary of \$4500-\$4700, 25 or 32.95 per cent received an annual salary of \$4800-\$5000, four or 5.24 per cent received an annual salary

of \$5100-\$53000, two or 2.62 per cent each received an annual salary of \$5400-\$5600, \$5700-\$5900; five or 6.55 per cent received an annual salary of \$6600-\$6800; two or 2.62 per cent received an annual salary of \$6900-\$7100; two or 2.62 per cent received an annual salary of \$7500-\$7700; one or 1.31 per cent received an annual salary of \$7800-\$8000, none of the teachers received an annual salary of \$6000-\$6500, \$7200-\$7400 and 19 or 24.99 per cent of the teachers did not answer this item.

Conclusions.--The analysis and interpretation of the data on the educational personnel of Crisp County, Georgia, for the school term 1964-1965 would appear to warrant the conclusions to follow:

1. The data would appear to warrant the conclusion that the vast majority of the educational personnel of Crisp County, Georgia received their academic training from institutions in Georgia.
2. The data would appear to warrant the conclusion that the educational personnel of Crisp County, Georgia possessed a high degree of professional affiliation and pride as shown by the number of memberships held in local, state and national professional organizations.
3. The data would appear to warrant the conclusion that the educational personnel of Crisp County, Georgia had their greatest percentage of experience from one to nineteen years.
4. The data would appear to warrant the conclusion that all of the educational personnel of Crisp County, Georgia had a certification rating of a four year college training which was also commensurate with the requisite training and concentration in the areas in which they were found to be teaching.
5. The data would appear to warrant the conclusion that there was a high level of academic and professional training among the Negro educational personnel of Crisp County, Georgia, which was also commensurate with the over-all certification rating of the personnel.
6. The data would appear to warrant the conclusion that the Negro educational personnel of Crisp County, Georgia are presently working in their major and minor fields of preparation and certification.

Implications.--The analysis and interpretation of the findings of this study on the educational personnel of Crisp County, Georgia for the

period 1964-1965, focuses attention upon the major implications to wit:

1. The data would appear to indicate that the administrative staff has followed wholesome policies with reference to selection of teachers who are certified to teach on the level for which they were needed.
2. The data would appear to indicate that the Negro educational personnel of Crisp County, Georgia has been motivated to upgrade its academic and professional status as indicated by the plans to improve certification rating.
3. It would appear that the Negro educational personnel of Crisp County, Georgia is adequately trained and certified to implement the present school program to a high degree of satisfaction.

Recommendations.--An interpretation and analysis of the data pertinent to the Negro educational personnel of Crisp County, Georgia, for the period 1964-1965, would appear to warrant the following recommendations for its improvement in the years to come:

1. It is recommended that ways and means will be discovered whereby the teachers of Crisp County who have bachelor's degree level of training will be motivated in the up-grading of their preparation and certification to a five year level.
2. It is recommended that the administrative staff or the Board of Education will continue its policy or practice of employing teachers whose academic and professional training is geared to the needs and demands of the position to be filled.
3. It is recommended that the Board of Education look into the feasibility of hiring teachers with four year college training or more and that all teachers must be certified to teach on the level for which there is a current vacancy.
4. It is recommended that the Crisp County Board of Education should give serious attention and consideration to the principle of giving financial assistance to all Negro teachers so as to motivate and encourage the up-grading of the over-all qualifications and certification of the personnel.

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## APPENDIX

A QUESTIONNAIRE DESIGNED TO ASCERTAIN PERTINENT INFORMATION

REGARDING THE STATUS OF NEGRO TEACHERS EMPLOYED

IN CRISP COUNTY FOR THE SCHOOL TERM

1964-1965

**DIRECTIONS:** Please read carefully each item on the questionnaire and answer accurately and honestly with the correct words or phrases or by checking (X) in the proper space.

1. Indicate with a cross (X) your sex: male \_\_\_\_\_ female \_\_\_\_\_
2. Indicate with a cross (X) your marital status:  
Single \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_  
Married \_\_\_\_\_ Remarried \_\_\_\_\_
3. Indicate with a cross (X) your educational status:  
1 year college \_\_\_\_\_  
2 year college \_\_\_\_\_  
3 year college \_\_\_\_\_  
4 year college \_\_\_\_\_  
Master's degree \_\_\_\_\_  
Beyond college training \_\_\_\_\_  
Beyond graduate training \_\_\_\_\_
4. Indicate with a cross (X) the college or university from which you earned your degree or degrees in the state of Georgia:  
Morris Brown College \_\_\_\_\_  
Spelman College \_\_\_\_\_  
Clark College \_\_\_\_\_  
Morehouse College \_\_\_\_\_  
Paine College \_\_\_\_\_  
Fort Valley State College \_\_\_\_\_  
Albany State College \_\_\_\_\_  
Savannah State College \_\_\_\_\_
5. Indicate with a cross (X) the college or university outside the state of Georgia from which you earned your degree or degrees:  
Morris College \_\_\_\_\_  
S. C. State College \_\_\_\_\_  
Benedict College \_\_\_\_\_  
Claflin College \_\_\_\_\_  
W. Va. State College \_\_\_\_\_  
Miles College \_\_\_\_\_  
Howard University \_\_\_\_\_

Allen University \_\_\_\_\_  
 Tuskegee Institute \_\_\_\_\_  
 N. C. State College \_\_\_\_\_  
 New York University \_\_\_\_\_  
 Columbia University \_\_\_\_\_  
 Other \_\_\_\_\_  
 (specify)

6. Indicate with a cross (X) the total number of years teaching experience in any school system:

1 year	_____	5 years	_____	9 years	_____
2 years	_____	6 years	_____	10 years	_____
3 years	_____	7 years	_____	11 years	_____
4 years	_____	8 years	_____	No. of years	
				over 11	_____

7. Indicate with a cross (X) the elementary grades which you have taught and the number of years you taught each grade:

Grade	No. years grade was taught
1st grade	_____
2nd grade	_____
3rd grade	_____
4th grade	_____
5th grade	_____
6th grade	_____
7th grade	_____
8th grade	_____

8. Indicate with a cross (X) the high school subjects taught and the total number of years that you taught the subjects:

Subject	No. years subject was taught
English	_____
Mathematics	_____
Social Studies	_____
Vocational Agri.	_____
Home Economics	_____
Others	_____
(specify)	

9. Are you teaching subjects in which you have had major and minor preparation? Yes \_\_\_\_\_ no \_\_\_\_\_
10. How many classes are you teaching in which you had major preparation in college? \_\_\_\_\_



11. If your first certificate was High School, did you change to elementary?    yes \_\_\_\_\_    no \_\_\_\_\_
12. If your first certificate was Elementary, did you change to High School?    yes \_\_\_\_\_    no \_\_\_\_\_

13. Indicate with a cross (X) the type of teaching certificate now registered in your name by the State Department of Education:

B-4 _____	C-5 _____	D-3 _____	SC-4 _____	DT-5 _____
B-5 _____	T-5 _____	D-4 _____	DP-5 _____	DT-4 _____
C-2 _____	SV-5 _____	D-5 _____	CD4 _____	P-5 _____
C-3 _____	D-P _____			DA-5 _____

Others \_\_\_\_\_  
(specify) \_\_\_\_\_

14. Indicate with a cross (X) your plans for improving your certificate rating:

Will do graduate work	_____
Will do post graduate work	_____
Will do further study toward a college degree	_____
No plans at all	_____

15. Indicate with a cross(X) the field or fields in which you did your major undergraduate work:

Social Science _____	Elementary Education _____
Natural Science _____	Health & Physical Ed. _____
English _____	Foreign Language _____
Home Economics _____	Secondary Education _____
Others _____	
(specify) _____	

16. Indicate with a cross (X) the degree which you now hold:

Bachelor's degree _____	M. Ed. degree _____
M. A. degree _____	Ph.D. degree _____
M. S. degree _____	None _____

17. Indicate with a cross (X) the education level of your parents:

	Father	Mother
Little or no training	_____	_____
Elementary training	_____	_____
High School training	_____	_____
College Graduate	_____	_____
Graduate	_____	_____

18. Indicate with a cross (X) the age group as listed below in which your age falls in years nearest your birthday:

18-20	_____	33-35	_____	40-50	_____
21-23	_____	36-38	_____	51-53	_____
24-26	_____	39-41	_____	54-56	_____
27-29	_____	42-44	_____	57-59	_____
30-32	_____	45-47	_____	Over 60	_____

19. Indicate with a cross (X) the number of brothers and sisters you have:

	Brothers	Sisters
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
Over 6	_____	_____

20. Indicate with a cross (X) the professional magazines you read:

N. E. A.	_____	Life	_____
Grade Teacher	_____	News Weekly	_____
School and Society	_____	Instructor	_____
Educational Review	_____	Children's Activities	_____
Elementary Journal	_____	Parents Magazine	_____
Herald	_____	Today's Children	_____
Time	_____	Others	_____
Business Educ. Journal	_____	(specify)	_____

21. List professional books in your library that you use most:

1. _____	3. _____
2. _____	4. _____

22. Indicate with a cross (X) your religious affiliations:

Methodist	_____	Episcopalian	_____
Baptist	_____	Seven Day Advent	_____
Presbyterian	_____	Holiness	_____
Catholic	_____	None	_____
Jehovah's Witness	_____	Others	_____
		(specify)	_____

23. Indicate with a cross (X) the position you hold in your church:

Deacon	_____	Church treasurer	_____
Trustee	_____	Church secretary	_____
Steward	_____	S.S. Superintendent	_____
Stewardess	_____	S.S. Teacher	_____
Class leader	_____	Pres. of Aux.	_____
Choir member	_____	Other (specify)	_____

24. Indicate with a cross (X) how often you attend church of your choice:

Every Sunday	_____	Tri-monthly	_____
Monthly	_____	Bi-monthly	_____
Bi-weekly	_____	Other	_____

25. Indicate with a cross (X) the professional organizations to which you belong:

Crisp County T.A.	_____	N.A.A.C.P.	_____
G.T.E.A.	_____	N.E.A.	_____
A.T.A.	_____	Other	_____

26. Please list the foreign country or countries that you visited for any length of time

\_\_\_\_\_

27. Please list the states in which you have visited for at least one day.

\_\_\_\_\_

28. Indicate with a cross (X) your father's occupation:

Farmer	_____	R. R. Worker	_____
Domestic service	_____	Skilled laborer	_____
Professional	_____	Other (specify)	_____

29. Indicate with a cross (X) your mother's occupation:

Housewife	_____	Beautician	_____
Nurse	_____	Domestic worker	_____
Professional	_____	Other (specify)	_____

30. Indicate with a cross (X) the members of your family, living or deceased:

	Living	Deceased
Father	_____	_____
Mother	_____	_____
Husband	_____	_____
Wife	_____	_____
Sisters	_____	_____
Brothers	_____	_____

31. Indicate with a cross (X) your parents' residential status:

Own or buying home _____	Renting home _____
Have property rented out _____	Own some type of _____
Living with others _____	Business Firm _____

32. Indicate with a cross (X) the number of dependents which you have:

One _____	Two _____	Three _____	Four _____	Five _____
Six _____	Seven or more _____			

33. Do you own an automobile? (If answer is yes, place an (X) by yes and list the make and style).

Yes \_\_\_\_\_ No \_\_\_\_\_

34. Do you plan to buy an automobile? (If answer is yes, place an (X) by yes and list the make and body style)

Yes \_\_\_\_\_ No \_\_\_\_\_

35. Indicate with a cross (X) your residential status:

Own or buying \_\_\_\_\_  
Renting a house \_\_\_\_\_  
Renting a room or an  
Apartment \_\_\_\_\_  
Living with others \_\_\_\_\_

36. Indicate with a cross (X) your financial status:

Have a savings account (joint or separate)	_____
Have a checking account	_____
Postal Savings Account	_____
Neither	_____

37. Indicate with a cross (X) your credit status:

Owe money to a bank	_____
Owe money to a finance company	_____
Neither	_____

38. Please state your present salary:

Monthly \_\_\_\_\_ Yearly \_\_\_\_\_

## VITA

RICHARDSON, EDNA AZALEE

### Education:

Graduate of Fort Valley State College, Fort Valley, Georgia. Further study at Fort Valley Graduate School, Fort Valley, Georgia; Atlanta University, Atlanta, Georgia, and plan to complete requirements for a Master of Arts degree in Education during the summer session of 1965.

### Field of Concentration:

Elementary Education, Supervision and Administration.

### Experience:

Principal of Spring Hill School, Walton County, Monroe, Georgia; Teacher, Carver Elementary School, Monroe, Georgia; Jeanes Curriculum Director, Worth and Crisp Counties, Georgia.

### Personal Information:

Married; native of Walton County, Monroe, Georgia. Member of Jones Chapel A. M. E. Church, Sylvester, Georgia; membership in the Crisp County Teachers' Association, Georgia Teachers' and Education Association, American Teachers' Association and the National Education Association; Jeanes Curriculum Director's Association.